

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English Language Arts | **TC Name:** Heather Owen | |
| **Grade Level:** 8 | **Date:** October 22, 2010 | |
| **Topic:** Novel Study Quiz (Chapters 17-20) | **Length of Class:** 40-45 min. | |
| **AT Name:** Sandra Seeney | **Room # / Location:** 211 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (Curriculum Documents: English, 2006)  |  | | --- | | **1.2**  generate ideas about more challenging topics and identify those most appropriate to the purpose (pg. 144)  **1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts (pg. 141) | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | * Review and correct comprehension questions * Correct 10 common misspelled words * Start vocabulary sheet for Monday | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**  -students may finish early  -students may not understand what is expected  -students with assistive technology | * If students have any questions, they can ask by raising their hands * students that finish early will be asked to work on one of their ongoing projects * for individual work, teacher will circulate * for students that finish early, they will be allowed to work on their ongoing projects * students with assistive technology can use their laptops to take up their comprehension questions (if needed) | | **Behavioural/Social/Emotional Needs:**  -distracted students  -students not participating | * students will be participating as a class, and helping each other out during comprehension questions correction * Distracted students may be asked to move, or answer questions | | **Physical Needs:**  -peanut allergy  -mobility issue | * there should be no need for modification for either of these students * for the student with the mobility issue, there is a pathway in the desks for transition | | **Diversity Needs:**  -boys and girls  -different learning types | * since there are no language issues in this class, there will be no need for modification | | | |

**3. Learning**

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| * Students will stay in their seats for the duration of this class * Students will be asked to take out their comprehension questions and a different colour pen * Students will be asked to put way their comprehension questions, and take out their Misspelled Words sheet * Vocabulary sheet wil be passed out by “go-fer” * Students will be asked to start on this worksheet until recess |

**4. The Overview (Agenda) for your lesson:**

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| -Comprehension Questions Corrections  -Commonly misspelled words  -Vocabulary Worksheet |

**5. Resources and Materials for your class**

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| -Pinballs novel (class set)  -Comprehension Answer Sheet  -Vocabulary Worksheet (70 copies) |

**6. Content, Teaching Strategies, for Lesson**

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
| *(5 min)* | *Challenge Question* | --- |
| *(5 min)* | *Instruction* | *-Instruct students to take out their comprehension questions*  *-take up questions; have students answer, and other students correct theirs if they didn’t have those answers*  *-students should put away their questions and take out their Misspelled words sheet* |
| *(20 min)* | *Application* | *-dictate words to students and have them try and spell the words (10 words that students commonly misspell)*  *-take up “quiz” and have students correct their mistakes in a different coloured pen* |
| *(5 min)* | *Consolidation* | -hand out vocabulary sheet  -have students define words in their own words, and give a “like as” from the book  -tell students that this sheet will be due on Monday |
| *(5 min)* | *Clean up* | -have students put away their things and get ready for math |

**7. Reflections: To be completed after you have taught the lesson.**

**a) Effectiveness of your lesson***.*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
| *E: Material* | *We got through a lot of material today* | *---* |
| *I: Not engaging* | *Since the lesson was mostly individual work, and taking up their own work it might allow the students to become more engaged in the activity* | *Maybe get the students to exchange papers?* |
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**b) Effectiveness as a Teacher:**

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| **What was effective/ ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
| *I: Prepared* | *During the comprehension questions I was not as prepared as I could have been* | *Next time I would like to write down what points I want to cover with the class* |
| *E: Classroom management* | *Even when my AT took over, I walked around, and talked to those who weren’t paying attention, or following along with the lesson* | *I will continue trying to make a presence in the classroom. I think this is what is missing in my management skills.* |
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